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# Enhancing Sustainable Agriculture through Participatory Agritourism: A Case Study of Rural Development in Sumbertangkil Village

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This study examines the potential of participatory agritourism as a strategy for sustainable agriculture in Sumbertangkil Village, Indonesia. The research focuses on how rural communities can leverage agricultural practices, particularly coffee farming, to create educational tourism experiences that support local development while preserving environmental and cultural heritage. Data were collected through field observations and in-depth interviews with two key local stakeholders. Smith's Tourism Product Model was applied to evaluate agritourism development. The findings highlight the potential of coffee-based agritourism in Sumbertangkil, which already offers diverse educational and cultural experiences. However, significant challenges remain: the absence of formal tourism zoning and infrastructure investment, the lack of Standard Operating Procedures and inconsistent service delivery, the risk of social fatigue from unmanaged hosting, the absence of structured tourism packages leading to visitor confusion, and the spontaneous, undocumented nature of community involvement that risks overburdening residents. The study suggests that for agritourism to thrive, it is crucial to foster strong community involvement, create a more organized service system, and define targeted market segments. The research provides valuable insights into how participatory agritourism can contribute to rural development by integrating sustainable agriculture with tourism, boosting both the local economy and environmental conservation efforts.

**Keywords:** Coffee-based communities, educational farming, participatory agritourism, rural development, sustainable agriculture.

## INTRODUCTION

Rural communities continue to struggle with economic vulnerability and the outmigration of younger generations. In this context, agritourism offers a practical development pathway by combining farming with educational and recreational experiences for visitors. It offers smallholder farmers an opportunity to diversify income, strengthen community identity, and promote sustainable agricultural practices. When designed participatorily, agritourism can support inclusive economic growth, create employment opportunities—particularly for unskilled rural labor—and contribute to poverty reduction (Bhatt et al., 2024). However, tourism activities in agricultural landscapes must be carefully managed to avoid resource strain, ecological degradation, or disruption to local livelihoods. A sustainability-oriented agritourism model emphasizes low-carbon development, environmental stewardship, and community empowerment (Han & Li, 2021). The relationship between tourism and sustainable development is context-specific, particularly in developing countries, where agritourism can complement existing farming systems while advancing rural transformation goals (Elgin & Elveren, 2024).

Rural tourism, particularly agritourism, plays an increasingly important role in supporting the economic resilience of farming communities. By integrating agricultural activities with visitor experiences, such as on-farm education, crop demonstrations, and food-related cultural practices, rural communities can diversify their income while preserving local identity and traditions (Muštra et al., 2023). This form

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of tourism is especially relevant in regions under economic pressure, where local livelihoods depend heavily on agriculture. Agritourism leverages existing farming potential—such as coffee cultivation, animal husbandry, or agroforestry—to generate additional economic value and stimulate community-based entrepreneurship (López-Sanz et al., 2021). Evidence shows that well-managed rural tourism initiatives can contribute significantly to local development through improvements in infrastructure, environmental awareness, and community capacity building (He et al., 2021). Furthermore, agritourism fosters responsible environmental behavior among visitors and encourages conservation-oriented land use practices, supporting long-term ecological sustainability in rural areas (Hassan et al., 2024).

In Indonesia, the development gap between urban and rural areas remains a critical concern in the national agenda. According to the Central Statistics Agency, the Gini coefficient stood at 0.379 in 2023, reflecting a moderate level of income inequality. This disparity is particularly visible in access to infrastructure, markets, education, and economic opportunity (Nugroho et al., 2025). Agritourism presents an alternative development approach that utilizes local agricultural potential to generate supplemental income and reduce rural poverty. When combined with investment in infrastructure—such as roads, digital access, and community training—agritourism can enhance the competitiveness of rural areas and open access to broader markets for both products and services (Wang & Bai, 2023). Strengthening rural social capacity through participatory agritourism also supports the empowerment of farmers, youth, and women, while preserving cultural and environmental assets. Unlike mass tourism, agritourism directly integrates with farming systems, making it well-suited for sustainable development goals related to poverty reduction, inclusive growth, and community resilience (Pasanchay & Schott, 2021).

Agritourism has become a strategic tool for addressing rural inequality by leveraging local agricultural potential and cultural traditions. Many rural areas in Indonesia possess rich natural resources, traditional farming knowledge, and strong community networks that, when harnessed through participatory agritourism, can generate additional income while preserving local identity and ecosystems. When developed with sustainability principles, agritourism enhances not only the economic prospects of farming communities but also their social cohesion and environmental stewardship. Local residents play a central role, acting as stewards of the land and facilitators of experiential learning. Their engagement fosters environmentally responsible tourism behavior among visitors, especially when activities emphasize ecological awareness and agroecological practices. This participatory approach creates a localized value system rooted in shared responsibility and community empowerment, ultimately strengthening rural resilience and promoting long-term economic independence (Hu et al., 2021).

The Indonesian government has recognized tourism as a driver of inclusive development and has increasingly emphasized community-based approaches that integrate local resources and rural potential. While the sector has contributed significantly to national GDP and employment, much of this growth has been concentrated in urbanized or resort-based areas. To address regional disparities, government policies have shifted toward supporting village-based tourism models that promote cultural identity, natural resource conservation, and local economic participation (Wang & Bai, 2023). This shift is especially important in agrarian communities, where tourism can complement agriculture rather than displace it. By developing agritourism programs in farming areas—such as coffee-producing villages—the state encourages local entrepreneurship, infrastructure improvements, and knowledge-sharing within sustainable development frameworks (Prakosa et al., 2023; Ibrahim et al., 2024). These models not only diversify rural income sources but also reinforce agriculture's relevance in the national development strategy (Nugroho et al., 2025).

Indonesia's commitment to rural transformation has been supported through national policies such as the National Community Empowerment Program (PNPM Mandiri) and the Village Community Development and Empowerment Program (P3MD), which promote participatory governance and locally driven development. Within this framework, village-based tourism is positioned not only as a cultural or recreational venture, but also as a strategic tool for strengthening rural economies—especially in farming communities. When managed sustainably, community-based tourism can enhance social capital, build local skills, and encourage inclusive economic participation (Ariyani & Fauzi, 2023). Programs like the Anugerah Desa Wisata Indonesia (ADWI) have expanded rapidly, with the number of registered tourist villages growing from 1,831 in 2021 to over 6,000 by 2024 (ADWI, 2024). Many of these villages are rooted in agricultural traditions and have begun integrating agritourism as a way to add value to farming activities. For example, coffee-producing communities can host farm tours, processing workshops, and eco-education programs to attract visitors while preserving agroecological knowledge. This model empowers local residents to serve as planners, educators, and hosts, strengthening the sustainability of rural livelihoods. However, structural challenges persist, including limited access to infrastructure, digital tools, institutional capacity, and the sustainable management of local resources. Despite these barriers, community-based agritourism remains a viable strategy for achieving multiple Sustainable Development Goals by mobilizing community assets, preserving natural and cultural heritage, and diversifying income in vulnerable rural areas (Abreu et al., 2024; Sapkota, 2024).

Environmental sustainability has become a central concern in agritourism development worldwide, particularly in farming communities where land, water, and biodiversity underpin both livelihoods and visitor experiences. Studies from Asia and Europe demonstrate that while agritourism can promote conservation and environmental awareness, poorly managed initiatives risk soil erosion, water depletion, and waste accumulation (Kan & Sun, 2024; Liu et al., 2022). These global insights highlight the importance of environmental carrying capacity, efficient resource use, and alignment with local agroecological practices. Sustainability-oriented visitor experiences—such as farm-based learning, organic farming, and ecological interpretation—have been shown to foster pro-environmental behaviors among tourists while reinforcing community-based conservation (Moraga et al., 2021). However, the success of such approaches depends heavily on governance capacity and stakeholder collaboration (Haid et al., 2021). In Indonesia, these challenges are particularly acute due to infrastructure gaps and limited local institutional capacity, making the integration of environmental values into tourism planning more complex than in developed contexts.

Research further shows that agritourism is most effective when coupled with educational and participatory approaches. Globally, participatory agritourism strengthens social cohesion, revitalizes rural communities, and serves as a platform for informal education (Mir et al., 2024; Tong et al., 2024). For instance, farm-based demonstrations and environmental workshops not only generate income but also transmit agroecological knowledge to visitors and youth, creating long-term awareness of sustainability practices. Evidence from developing regions indicates that participatory planning is critical to ensuring tourism reflects local values, builds community ownership, and secures long-term commitment (Hafezi et al., 2023). Yet, Indonesian villages often struggle with limited awareness of tourism potential and weak program design capacity, which hampers their ability to transform participatory aspirations into structured initiatives. Addressing these capacity gaps through inclusive, education-driven agritourism is therefore essential to maximize social and ecological benefits.

Educational tourism, or edutourism, provides a broader framework for linking recreation with learning. In rural agrarian settings, especially coffee-producing communities, edutourism enhances cultural appreciation, environmental literacy, and experiential learning (Zhao & Agyeiwaah, 2023). While international evidence confirms that education-based tourism can be transformative for both visitors and host communities, its adoption in Indonesia remains uneven, largely due to limited resources and weak integration with farming practices. Thus, while edutourism offers an important pathway for rural identity-building and capacity development, its effectiveness is contingent on context-specific challenges such as governance and market access.

To analyze these dynamics systematically, this study applies Smith's Tourism Product Model (1994), which conceptualizes a tourism product as the integration of five interdependent elements: the physical plant, service, hospitality, freedom of choice, and involvement. Previous applications of the model highlight how both tangible (infrastructure, landscapes) and intangible (community participation, hospitality) factors jointly shape meaningful visitor experiences. Smith's Tourism Product Model has been widely employed to analyze the structure and delivery of tourism experiences. The model identifies five interrelated elements—physical plant, service, hospitality, freedom of choice, and involvement—that together form the foundation of any tourism product. These elements are not isolated; rather, they interact dynamically to shape visitor experiences and determine the sustainability of destinations (Chan et al., 2021).

The physical plant refers to the natural environment, infrastructure, and supporting facilities that provide the tangible setting for tourism activities. As the baseline of the tourism product, the physical plant not only establishes the spatial context but also influences the quality of other experiential dimensions (Vázquez et al., 2021). The service dimension highlights the technical and organizational support that enables a smooth visitor journey—such as guiding, logistics, and program delivery—which, when consistently managed, enhances both enjoyment and learning outcomes (Smith, 1994).

Beyond technical service, hospitality represents the relational and value-driven dimension of tourism. It encompasses the attitudes and social encounters between hosts and visitors, and is particularly salient in agritourism contexts where agriculture and tourism intersect to foster ecological and cultural learning (Baby & Kim, 2024). Freedom of choice emphasizes the autonomy of tourists in tailoring and directing their experiences. Flexibility and participatory design empower visitors, increasing satisfaction and creating more memorable engagements (Gupta et al., 2023; Lunardo & Ponsignon, 2020). Finally, involvement positions tourists as co-creators of experiences. Direct engagement of the body, mind, and emotions contributes to cultural identity formation and often results in transformative tourism outcomes, where challenges and adaptation reshape perspectives and behaviors (Amaro et al., 2025; Yang et al., 2022).

While Sumbertangkil has clear potential for developing educational tourism, several challenges still stand in the way. The village struggles with limited road infrastructure and a shortage of tourism facilities that can support visitor experiences. Many residents have limited exposure to sustainability concepts, and there are no clear operational guidelines in place to manage tourism activities. At the same time, efforts to promote the village and build a recognizable tourism identity remain underdeveloped. On top of these internal hurdles, the community also faces external pressures,

especially the impacts of climate change on coffee yields and unstable crop prices in the market. These challenges highlight the need to examine how tourism can be developed in ways that balance local capacity with visitor expectations. To address this, the present study applies Smith's Tourism Product Model to analyze how its five elements—physical plant, service, hospitality, freedom of choice, and involvement manifest in the context of Sumbertangkil's emerging agritourism.

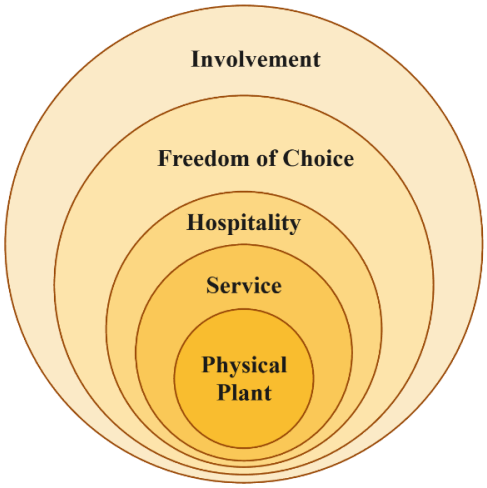
This study looks at how the five elements of Smith's Tourism Product Model can be used to guide the development of meaningful, community-based educational tourism in this context. By drawing on real-life experiences from Sumbertangkil, the research hopes to offer insights that go beyond theory—providing a practical model that supports the local economy, preserves cultural heritage, and strengthens the capacity of rural communities to grow through sustainable tourism. Accordingly, this study addresses two research questions. RQ1: How can participatory agritourism be designed in Sumbertangkil Village using Smith's Tourism Product Model? RQ2: What are the key opportunities and challenges in implementing coffee-based educational tourism in rural Indonesia?

This study contributes to the existing body of knowledge in two ways. First, while Smith's Tourism Product Model has been widely used in tourism studies, few works have applied it to agritourism in developing country contexts, particularly in coffee-farming villages. Second, by focusing on Sumbertangkil, this research highlights how the five elements of Smith's model interact in a rural community that combines agricultural heritage with emerging tourism initiatives. This provides both theoretical insights into the adaptability of Smith's framework and practical implications for community-based tourism development in similar contexts. Tourism driven strategies contribute to the conceptual understanding of community well-being through tourism and offer actionable insights for government planning (Yuli et al., 2023). The development of Tourism based on local economic is very important, and in many regions with unique physical characteristics that are rich in natural resources which can be further developed to be a popular tourist destination and able to stimulate the local economy such as together (Lertsirisakulchai et al., 2020).

## MATERIALS AND METHODS

This research uses a qualitative case study approach to explore how Smith's Tourism Product Model can be applied in designing participatory educational tourism in coffee-farming communities. The focus is on understanding how tourism experiences can be developed collaboratively, in ways that involve local people and reflect the complex nature of regional food systems. As Cavalleri *et al*. (2022) emphasize, community-based agritourism requires interdisciplinary and inclusive strategies to ensure that different stakeholders—from farmers to visitors—can engage meaningfully in the process. The study takes place in Sumbertangkil Village, located in Tirtoyudo subdistrict, Malang Regency, East Java, Indonesia. This site was chosen because of its strong agricultural base—especially in robusta coffee—and the depth of local knowledge and cultural practices that shape everyday life in the farming community.

Data for this study were collected between June and July 2025 through a combination of field observations and in-depth interviews with key local actors, including the head of the Tourism Awareness Group (Pokdarwis) and the director of the village-owned enterprise (BUMDes Makmur). Additional insights were drawn from relevant documents related to tourism development in the village. The research instruments were designed around the five key elements of Smith's Tourism Product Model: Physical Plant, Service, Hospitality, Freedom of Choice, and Involvement. These categories also guided the data analysis process, helping to organize findings and identify how each element contributes to the design and experience of educational tourism in the village. A visual representation of Smith's model is provided in Figure 1 below.



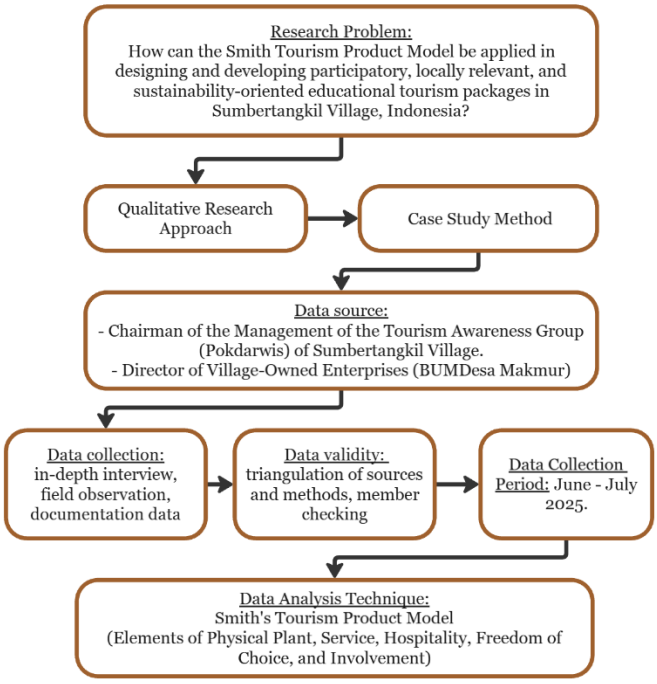

*Source*: Stephen Smith, 1994

**Figure 1**. **Smith's tourism product model.**

To ensure the credibility of the findings, this study applied both source and method triangulation, allowing data to be cross-verified from multiple perspectives. Member checking was also carried out by sharing summaries of interview data with participants for confirmation and clarification. All research procedures followed established ethical principles for social research, including obtaining informed consent from all participants involved. A visual summary of the research design is presented in Figure 2.

Figure 2 shows the overall research design used in this study. It outlines each stage of the process, starting from the formulation of the research problem, which focuses on

applying Smith's Tourism Product Model to develop participatory, locally relevant, and sustainability-oriented educational tourism in Sumbertangkil Village. The diagram also illustrates the qualitative case study approach and highlights the main data sources, including interviews with the head of the Tourism Awareness Group (Pokdarwis) and the director of the Village-Owned Enterprise (BUMDes Makmur).


Research Problem:
How can the Smith Tourism Product Model be applied in designing and developing participatory, locally relevant, and sustainability-oriented educational tourism packages in Sumbertangkil Village, Indonesia?
Qualitative Research Approach
Case Study Method
Data source:
- Chairman of the Management of the Tourism Awareness Group (Pokdarwis) of Sumbertangkil Village.
- Director of Village-Owned Enterprises (BUMDesa Makmur)
Data collection: in-depth interview, field observation, documentation data
Data validity: triangulation of sources and methods, member checking
Data Collection Period: June - July 2025.
Data Analysis Technique:
Smith's Tourism Product Model
(Elements of Physical Plant, Service, Hospitality, Freedom of Choice, and Involvement)

*Source*: researcher processed results.

**Figure 2. Research design diagram.**

Data collection methods are clearly presented in the diagram, including in-depth interviews, field observations, and analysis of relevant documents. Strategies for ensuring data credibility, such as triangulation and member checking, are also included. In addition, the diagram notes the time period of fieldwork, which took place from June to July 2025, and the analytical framework based on the five elements of Smith's model: Physical Plant, Service, Hospitality, Freedom of Choice, and Involvement.

## RESULTS AND DISCUSSION

In Indonesia, where coffee-farming villages such as Sumbertangkil combine rich natural assets with strong traditions of community cooperation, Smith's framework provides a useful lens to understand how educational tourism can be designed and delivered. The village's fertile volcanic soils, coffee heritage, and collective practices such as gotong royong offer strong foundations for agritourism, yet the community still faces structural challenges in infrastructure, organization, and sustainability awareness.

***Physical plant*:** In the case of Sumbertangkil Village, this element is particularly important due to the area's rich geographic and ecological features, which are well-suited for developing eco-tourism and coffee-based agritourism. Located between 600 and 1,000 meters above sea level, the village enjoys cool temperatures (18–25°C), fertile volcanic soil, and high annual rainfall (2,500–3,500 mm). These conditions create an ideal environment for cultivating robusta coffee. The landscape includes steep hills, green forests, mountain rivers, and access to Java's southern coastline—offering not only agricultural value but also scenic beauty for trekking, waterfall visits, and agroforestry-based tourism.

However, the current layout of the village's coffee education tourism area lacks clear zoning. Coffee farms are still interspersed with residential plots and mixed gardens containing crops like durian, banana, clove, and coconut. This overlap makes it difficult for visitors to follow a structured tourism route. Although a "Grand Design" has been proposed to divide the area into distinct zones—such as coffee education, production, conservation, and family tourism—progress has been limited due to funding constraints, limited management capacity, and a lack of consistent cross-sector collaboration.

For educational agritourism to succeed, a well-planned and visitor-friendly physical plant is essential. Visitors to a coffee learning site engage all their senses: they walk through shaded paths, feel the textures of coffee leaves, smell roasted beans, observe water conservation practices, and handle traditional processing tools. These immersive experiences rely on the design and condition of the physical setting. Therefore, developing the physical plant must go beyond basic amenities like roads and seating. It should involve creating interactive and interpretive spaces that encourage learning and reflect sustainability values.

Moving forward, several improvements are needed. These include upgrading infrastructure such as roads, toilets, and water systems; developing educational features that are visually and functionally engaging; and establishing clear zoning to guide tourists through a structured and meaningful experience. Success in this area will require strong collaboration between village authorities, the Tourism Awareness Group (Pokdarwis), farmer groups, youth organizations (Karang Taruna), the village enterprise (BUMDes), and external partners such as universities and private sector actors. By working together, these stakeholders can unlock the full potential of Sumbertangkil's physical environment to create a high-quality, educational, and sustainable tourism experience.

***Service*:** In Sumbertangkil Village, educational tourism services are organized directly by local farmer groups such as Margo Makmur, Karya Tani, and the women-led Petani Perempuan Unggul. Many of these groups are part of the "Eco

Arta" initiative coordinated by Pokdarwis. They independently host tourists who come to learn about coffee, offering immersive experiences from seedling and pruning to harvesting, fermentation, post-harvest processing, and manual brewing techniques. These activities take place either in individual gardens or in shared facilities managed by BUMDes Makmur.

Field observations show that these services are highly personal and rooted in local knowledge. Farmers act as facilitators, sharing traditional techniques and stories passed down over generations. Visitors are invited into the farms, introduced to basic cultivation methods, and guided through every step of the coffee process—including traditional roasting using clay pans or modified drums. Many sessions end with a communal coffee tasting, where participants discuss flavor, fermentation, and brewing nuances based on what they've just learned.

Although the authenticity of these experiences is a strength, the study found that service delivery remains informal. There are no standard operating procedures (SOPs) guiding the tourism activities. Most of the work is done based on verbal agreements, flexible timing, and without structured documentation. This means there is no clear guidance on tour duration, group size, safety protocols, or educational content flow. As a result, the quality of service varies significantly—some visitors receive rich, well-rounded experiences, while others encounter only partial or rushed tours. This inconsistency can affect visitor satisfaction and ultimately the sustainability of the tourism program itself.

In addition, there is no formal system for bookings or communication. Reservations are handled informally through WhatsApp or direct personal contact, and there are no brochures, packaged tour descriptions, or digital platforms offering service details, prices, or terms. These gaps limit the village's ability to reach wider audiences, such as schools, universities, or companies interested in team-building and educational visits.

The Grand Design of the Coffee Edu-tourism Area recognizes the need to improve service management. One of its proposed solutions is the creation of a Tourism Service Unit (UPE), which would be responsible for guide training, the development of coffee education modules, and a digital information system. While this unit has yet to be established, Pokdarwis has expressed a strong commitment to moving forward with it, given sufficient institutional support.

Moving forward, the challenge is to create more structure in how services are delivered—without losing the authenticity that makes them so special. One important step is to provide training for local facilitators, helping them strengthen skills like public communication, storytelling, and managing visitor experiences. Community-based agritourism depends on inclusive and cross-disciplinary approaches, especially in the context of complex rural systems. By making services more consistent while still reflecting the village's culture and values, Sumbertangkil has the potential to grow into a stronger, more engaging destination for coffee education and community-based tourism.

***Hospitality*:** As an emotional element, hospitality plays a central role in shaping how visitors perceive the quality of their journey. It includes how people are welcomed, how communication unfolds, and how comfortable and connected guests feel during their stay. When tourists are warmly received, it strengthens their emotional bond with the place and its people—often resulting in more memorable, meaningful experiences (Zhang & Tang, 2021).

In Sumbertangkil Village, hospitality is a powerful social asset. Coffee farmers and women's groups naturally express openness, generosity, and warmth toward visitors. This study found that guests often describe their experiences not as transactions, but as if they were being welcomed home by distant relatives. This sense of closeness is rooted in the village's communal culture, where social ties are strong, and individual identity is deeply connected to the collective.

Javanese cultural values such as gotong royong (mutual cooperation), tepo seliro (empathy and tolerance), and respect for guests are deeply embedded in everyday life. These values are visible in the way families welcome tourists—with shared meals, storytelling, and informal gatherings in the home kitchen. Often, visitors are offered freshly brewed coffee while listening to personal stories about family history, the land, and the rhythms of the coffee harvest. This type of immersive interaction offers something rarely found in more commercialized tourism settings.

The women's farming group, Petani Perempuan Unggul, plays a central role in building this atmosphere. Their contributions include hand-processing coffee, preparing traditional snacks, and hosting reflective sessions where village women share their stories. One of the group's members explained: "We do not simply serve coffee; we share the life stories behind each cup." These experiences invite tourists to not only learn but to feel, reflect, and connect on a deeper level.

Spiritual and traditional practices add yet another layer of meaning. Rituals like bersih desa (village cleansing) and local interpretations of natural signs—such as the blooming of coffee flowers signaling harvest time—are shared as part of the tourism narrative. These elements highlight the community's worldview, giving visitors a window into how local people relate to nature, time, and tradition. When tourism touches on emotional and spiritual dimensions, hospitality becomes something far more meaningful than service—it becomes a value-driven, human connection.

At the same time, there are important considerations for managing this strength sustainably. As visitor numbers increase, the risk of social fatigue becomes real. Without coordinated schedules, role rotation, or downtime, hosts—especially those who are deeply involved—may begin to feel overwhelmed. When that happens, the spirit of hospitality can

shift from joy to obligation, losing the authenticity that makes it special.

To address this, Sumbertangkil's edu-tourism Grand Design includes plans for guest management training rooted in local values. The goal isn't to replace what already works, but to protect it—by developing systems for rotating hosts, involving local youth as cultural ambassadors, and curating local stories into educational materials that ease the burden on direct interaction.

***Freedom of choice*:** In Sumbertangkil Village, various educational activities potentially support tourists' freedom to choose the type and form of their involvement. These activities include coffee farm tours, direct coffee bean picking, fermentation practices, traditional roasting, coffee cupping, manual brewing workshops, and discussions on the local coffee history with senior farmers. Beyond coffee-related activities, there are additional potentials such as light trekking to the hills, waterfall tourism, sheep farming, observing the biodiversity of mixed gardens, and social interactions with women farmer groups and the younger generation of coffee farmers.

Although the range of activities is abundant, the findings of this study indicate that this freedom of choice has not yet been facilitated through structured tourism packages. Most activities occur based on spontaneous requests from visitors or are verbally offered by facilitators during the visit. There is no package catalog providing complete information about activity choices, travel time, difficulty level, duration, or estimated costs. This causes confusion among tourists, especially those visiting for educational or study purposes, as they struggle to align their expectations with the reality on-site.

The lack of a structured package also complicates the community's planning for human resources and logistics. In some cases, farmer groups must adjust their regular farming schedules to accommodate unexpected visitor requests. This leads to the risk of communal fatigue and an imbalance between tourism activities and the agricultural cycle, which is the main economic support for the community.

The Grand Design of the Coffee Edu-tourism Area in Sumbertangkil has identified the need for developing thematic tourism packages. Three main proposed packages include: (1) Basic Coffee Education for students and beginners, (2) Professional Coffee Package for baristas, coffee industry practitioners, or agribusiness students, and (3) Family Tourism Package with light, interactive, and child-friendly activities. Each is designed with flexible durations (half-day, full-day, or 2D1N), with additional options such as homestays, local cuisine, and cultural workshops.

To fully realize freedom of choice, a digital and print-based tourism information system is needed, accessible before visits. This information should provide compelling narratives, clear activity options, and visual guides so that tourists can independently plan their journey or collaborate with facilitators. Digitalization will also broaden market access and reach younger tourists who are accustomed to planning trips using digital devices.

Moreover, tourists' freedom of choice should be framed within sustainability values and respect for the community's social-ecological capacity. Therefore, each tourism package must be accompanied by ethical guidelines, participant limits, and activity choices that do not disrupt the local social or ecological systems. By organizing tourism options within flexible thematic educational packages, Sumbertangkil can provide space for tourists to choose and build a collective awareness that every choice has social and ecological consequences. This strengthens the role of freedom of choice as a crucial component in the development of equitable and sustainable educational tourism.

***Involvement*:** This study finds that in Sumbertangkil Village, tourists' involvement in the entire educational tourism process occurs concretely, even before the tourism packages are fully formalized. Tourists are not merely passive observers; they actively participate in various stages of coffee production and its narrative. They can engage in harvesting coffee beans, manually separating beans, stirring fermentation in wooden buckets, roasting beans with clay pans, grinding by hand, and brewing and tasting their own coffee. All these activities take place in farmers' gardens, local homes, or open spaces where informal interactions between hosts and guests naturally occur.

Beyond technical activities, tourists also engage in story exchanges, discussions on agricultural techniques, and even light debates on coffee flavor profiles and sustainability issues. In some cases, tourists with backgrounds as professional baristas or agricultural students provide technical input to farmers, while farmers share real-life experiences not found in books or laboratories. This relationship forms a co-learning ecosystem where tourists and the community learn from, respect, and broaden each other's perspectives.

However, involvement is currently spontaneous, undocumented, and has not yet been formalized into a systematic learning module or framework. In the context of edu-tourism development, involvement needs to be structured into a learning journey designed according to the profile of tourists and the level of depth of the desired experience. For example, tourists with a higher education background can be facilitated with interactive modules, experience reflections, and participation certificates, while families or general tourists can be directed towards lighter, more enjoyable experiences without losing the educational value.

The Grand Design of the Coffee Edu-tourism Area includes plans for the development of participatory learning spaces such as the Coffee Education Center, Open-Air Amphitheater, and Fermentation Experiment Zones. If realized, these facilities could strengthen the involvement structure and direct tourists' participation in more impactful ways. Tourist involvement in cultural and commercial tourism spaces can

enhance aesthetic appreciation and create flow experiences, which impact visitor behavior (Jiang et al., 2024). Practice-based educational modules, community facilitator training, and a participation monitoring system could help the village document, evaluate, and sustainably develop participatory experiences.

Another aspect to consider in managing involvement is the social burden on the community. When tourists are overly involved in farmers' daily activities without proper time management or capacity limitations, the community's workload may increase disproportionately. Therefore, participation management should be designed equitably, benefiting both tourists and the local community. Task rotation, participant limits per session, and separating production time from tourism activities are crucial to prevent social fatigue and internal conflicts.

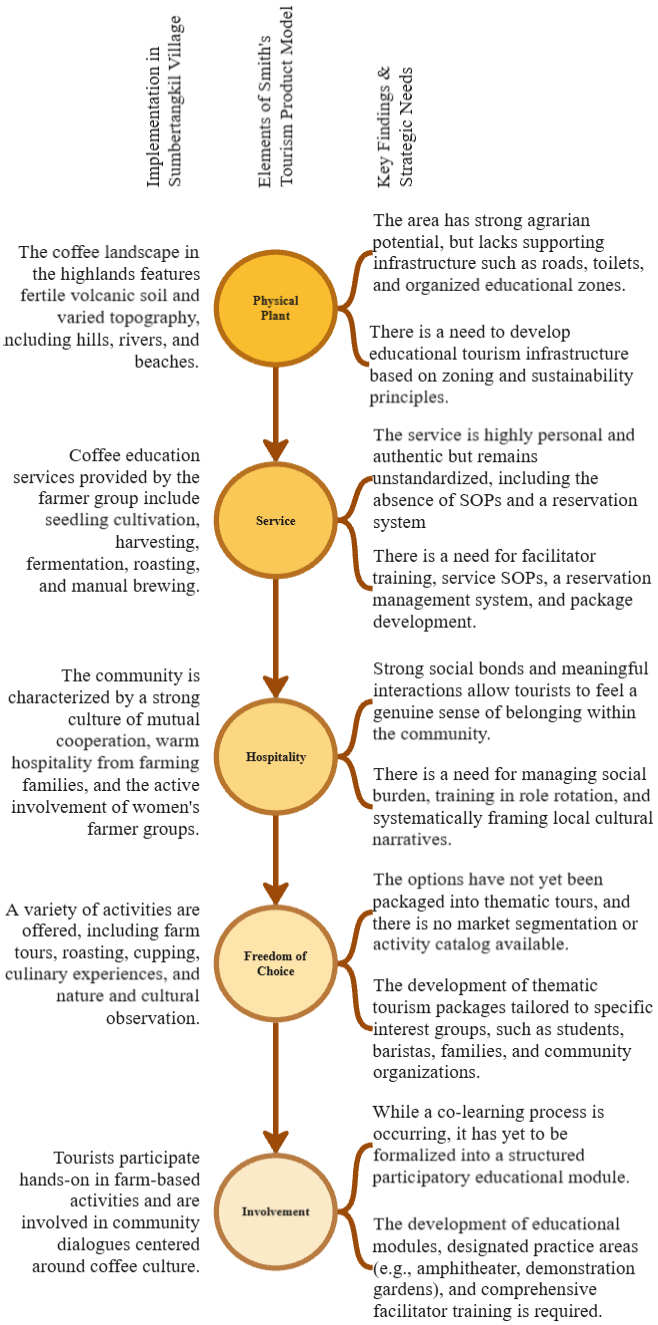
In participatory edu-tourism, active involvement is not just about physical activities but also about emotional, intellectual, and social connections between guests and hosts or tourism managers. When tourists feel they are part of the local community, rather than just temporary visitors, the value of the tourism product increases significantly. By strategically managing involvement based on values, Sumbertangkil has a great opportunity to create a transformative and sustainable educational tourism product.

In summary, the results of the analysis of the five elements in Smith's Tourism Product Model in Sumbertangkil Village are illustrated in Figure 3.

***Integration of smith's elements in the design of participatory educational tourism packages*:** The development of participatory educational tourism in Sumbertangkil Village is still in the early stages, as community members work to understand and design the core elements of their tourism offerings. Smith's Tourism Product Model serves as a valuable reference in this process, offering a framework based on five key elements: physical plant, service, hospitality, freedom of choice, and involvement. These elements will serve as the foundation for structuring educational, experience-based tourism products.

Initial analyses highlight the potential of the physical plant—such as the coffee farms, local homes, rural roads, and stunning landscapes like mountains, rivers, and waterfalls. While these elements provide a strong starting point for tourism development, several gaps remain. For instance, there are no formal tourism zones, and basic infrastructure such as public restrooms, seating areas, and information points are still in the planning stages. The Grand Design of the Coffee Edu-tourism Area outlines the need for a coffee education center and interactive open spaces, but these ideas are still waiting for the necessary financial and institutional support to move forward.

When it comes to service, the community has much to offer, especially in terms of narrative potential and hands-on skills in coffee production. However, there is no established service framework yet. The tourism experience remains informal, with no clear division of facilitator roles or a booking system in place. The community is currently working with external partners, such as academics and local NGOs, to develop Standard Operating Procedures (SOPs) and train facilitators to improve service delivery.


Implementation in Sumbertangkil Village
Elements of Smith's Tourism Product Model
Key Findings & Strategic Needs
The coffee landscape in the highlands features fertile volcanic soil and varied topography, ncluding hills, rivers, and beaches.
Physical Plant
The area has strong agrarian potential, but lacks supporting infrastructure such as roads, toilets, and organized educational zones.
There is a need to develop educational tourism infrastructure based on zoning and sustainability principles.
Coffee education services provided by the farmer group include seedling cultivation, harvesting, fermentation, roasting, and manual brewing.
Service
The service is highly personal and authentic but remains unstandardized, including the absence of SOPs and a reservation system
There is a need for facilitator training, service SOPs, a reservation management system, and package development.
The community is characterized by a strong culture of mutual cooperation, warm hospitality from farming families, and the active involvement of women's farmer groups.
Hospitality
Strong social bonds and meaningful interactions allow tourists to feel a genuine sense of belonging within the community.
There is a need for managing social burden, training in role rotation, and systematically framing local cultural narratives.
A variety of activities are offered, including farm tours, roasting, cupping, culinary experiences, and nature and cultural observation.
Freedom of Choice
The options have not yet been packaged into thematic tours, and there is no market segmentation or activity catalog available.
The development of thematic tourism packages tailored to specific interest groups, such as students, baristas, families, and community organizations.
Tourists participate hands-on in farm-based activities and are involved in community dialogues centered around coffee culture.
Involvement
While a co-learning process is occurring, it has yet to be formalized into a structured participatory educational module.
The development of educational modules, designated practice areas (e.g., amphitheater, demonstration gardens), and comprehensive facilitator training is required.

*Source*: Research Findings

**Figure 3. Overview of the five elements of smith's tourism product model in sumbertangkil village, Indonesia.**

To bring these ideas to life, Smith's model provides a structure that can transform these abstract concepts into tangible tourism programs. Educational activities should be designed to fit within clear, zone-based learning paths (such as farm, processing, and consumption stages), supported by organized schedules, activity flows, and educational goals. The current planning steps involve mapping local resources, listing potential educational activities, identifying minimum infrastructure needs, and designing simple activity modules. Collaboration between the community and external experts is key to ensuring the process remains inclusive and practical.

By using Smith's model as a guiding framework, the planning process moves beyond just developing a product—it's about creating a holistic, educational experience that incorporates all five elements. This approach will ensure the resulting tourism packages are not only attractive and educational but also participatory and sustainable.

***Hospitality and involvement as foundations for community participation in coffee educational tourism*:** Two key elements from Smith's model that are emerging as strengths in the early stages of developing participatory educational tourism in Sumbertangkil are hospitality and involvement. These elements are central to the participatory nature of the tourism model, as they foster social connections between visitors and the community—connections that form the bedrock of successful educational tourism. Although these elements haven't yet been formalized into structured programs, they exist in the form of strong social relationships and a collective willingness to share and engage.

Hospitality, in particular, is a standout feature of Sumbertangkil's tourism potential. The local community is well-known for its openness, with residents frequently welcoming visitors with coffee from their own gardens and sharing stories about their lives as farmers. Social values such as gotong royong (mutual cooperation) and respect for guests remain central to the community's way of life. During informal trial visits organized by partner universities, the village's welcoming attitude created a warm, authentic learning environment for guests.

However, as the tourism sector grows, there is a need for a more formalized system of hospitality management. Currently, activities are arranged on an ad-hoc basis, dependent on availability, and there is no role rotation or equitable distribution of responsibilities among community members. This informal structure could lead to social fatigue as visitor numbers increase, potentially disrupting the community's daily routines. Therefore, a formalized approach to hospitality is essential to balance tourism with the natural rhythms of the village, preventing burnout and maintaining the authenticity of the community's interactions with visitors.

The involvement element, which emphasizes active participation by tourists, is also beginning to take shape in Sumbertangkil. Tourists are not mere observers—they engage directly in the coffee production process, from planting and harvesting to fermentation, roasting, and brewing. These activities are still in the experimental phase, but they show great potential for creating an experience-based learning program. Tourists also have the opportunity to engage in discussions about sustainable farming practices, contributing to a broader exchange of knowledge and perspectives.

To ensure the effectiveness of this participatory model, there needs to be greater structure in the way involvement is managed. The village plans to introduce activity modules that cater to different levels of tourist engagement. For instance, tourists could choose between observation-based activities, more hands-on participation, or deeper engagement with coffee production processes. These options will cater to various visitor segments, from students and families to professionals.

As part of the broader tourism development plan, the Grand Design of the Coffee Edu-tourism Area includes the creation of participatory learning spaces, such as a Coffee Education Center, an Open-Air Amphitheater, and Fermentation Experiment Zones. If realized, these spaces would formalize the involvement process, helping to structure tourist participation in a more impactful and educational way. Monitoring participation and rotating tasks will also help prevent social fatigue, ensuring that both tourists and the community benefit equally from the experience.

***Product curation strategy and market segmentation in the design of participatory educational tourism packages*:** The development of participatory educational tourism in Sumbertangkil Village is still in the early stages, where the focus is on crafting tourism products that are both engaging and responsive to the needs of visitors. Product curation and market segmentation play crucial roles in this process, ensuring that the tourism offerings are well-suited to both the local context and diverse visitor interests. By referring to Smith's Tourism Product Model, freedom of choice stands out as an important element, as it allows visitors to select activities based on their personal preferences. This sense of autonomy enhances the overall tourism experience, as it empowers tourists to engage with what matters most to them (Lunardo & Ponsignon, 2020).

Sumbertangkil Village offers a wealth of agricultural and cultural activities that could be transformed into meaningful educational experiences. These include coffee farm tours, fruit picking, fermentation, roasting, and coffee cupping, among others. However, these activities are still organically offered without clear structure or organization into cohesive tourism packages. To address this, the research team is collaborating with local groups to create a curation model based on three main factors: activity duration, tourist involvement level, and the learning objectives to be achieved. Based on initial discussions and pilot testing, three potential tourism packages are being developed. The first, called the "From Farm to Cup" package, is designed for families and the

general public, offering a light experience with a 4-hour duration. It includes a farm tour, fruit picking, roasting, and concludes with a coffee tasting and local storytelling. The second package, "Coffee and Nature Educational Retreat," is a full-day experience targeted at educational and environmental communities, combining coffee farming with sustainable practices like water conservation and composting. The third, "Learning from Farmers," is a 2D1N package intended for students, baristas, or researchers, offering an immersive experience where tourists stay with farming families, fully participating in the coffee production process while learning about the local economy and culture.

These packages are still in the planning and concept-testing phase. Currently, there are no booking systems, promotional materials, or standard operating procedures (SOPs) in place. However, these initial frameworks lay a strong foundation for creating tourism products that are rooted in local values. Alongside product development, market segmentation is gradually being established. Target groups include primary and secondary school students (who require light, visual, short-duration activities), university students and researchers (who need more in-depth learning), coffee professionals (interested in technical exploration), and families or general tourists (who prefer fun, inclusive experiences).

This segmentation will guide the design of each package, ensuring that the content, intensity, and delivery methods meet the specific needs of different groups. It will also inform the community's human resources strategy, helping to identify the right facilitators, determine appropriate activity schedules, and manage group sizes. Although still in its early stages, the product curation strategy and market segmentation process is essential for developing an adaptive, locally relevant, and sustainable tourism model in Sumbertangkil.

***Conclusion*:** This study highlights the potential for participatory educational agritourism in Sumbertangkil Village, using Smith's Tourism Product Model as a guide. The village has a strong foundation for developing sustainable tourism experiences, with key elements like physical plant, service, hospitality, freedom of choice, and involvement offering opportunities for meaningful engagement. However, there are still significant challenges, including the need for better infrastructure, clearer service structures, and more effective market segmentation.

Sumbertangkil's agricultural resources, particularly coffee farms and local cultural practices, offer rich opportunities for educational tourism. However, the village must focus on improving infrastructure and fostering greater sustainability awareness within the community. Hospitality and community involvement are at the heart of the tourism experience, but without careful management, these can lead to social fatigue and overburden the residents. To avoid this, it is important to create structured tourism packages, establish service standards, and provide support to the community through training and resources.

The planning process needs to focus on refining tourism products and developing structured packages that are sustainable and inclusive. Collaborations with local government, NGOs, and the private sector will help overcome existing barriers and strengthen the community's capacity to manage tourism responsibly. With the right support and careful planning, Sumbertangkil can evolve into a model destination for sustainable educational tourism, benefiting the local economy and preserving cultural and environmental heritage for future generations.

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***SDG's addressed*:** Zero Hunger; Decent Work and Economic Growth; Responsible Consumption and Production

***Policy referred*:** Law No. 10/2009 on Tourism (Undang-Undang Kepariwisataan); Law No. 6/2014 on Villages (Undang-Undang Desa); Law No. 41/2009 on Sustainable Agricultural Land Protection; National Medium-Term Development Plan (RPJMN 2020–2024) .

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